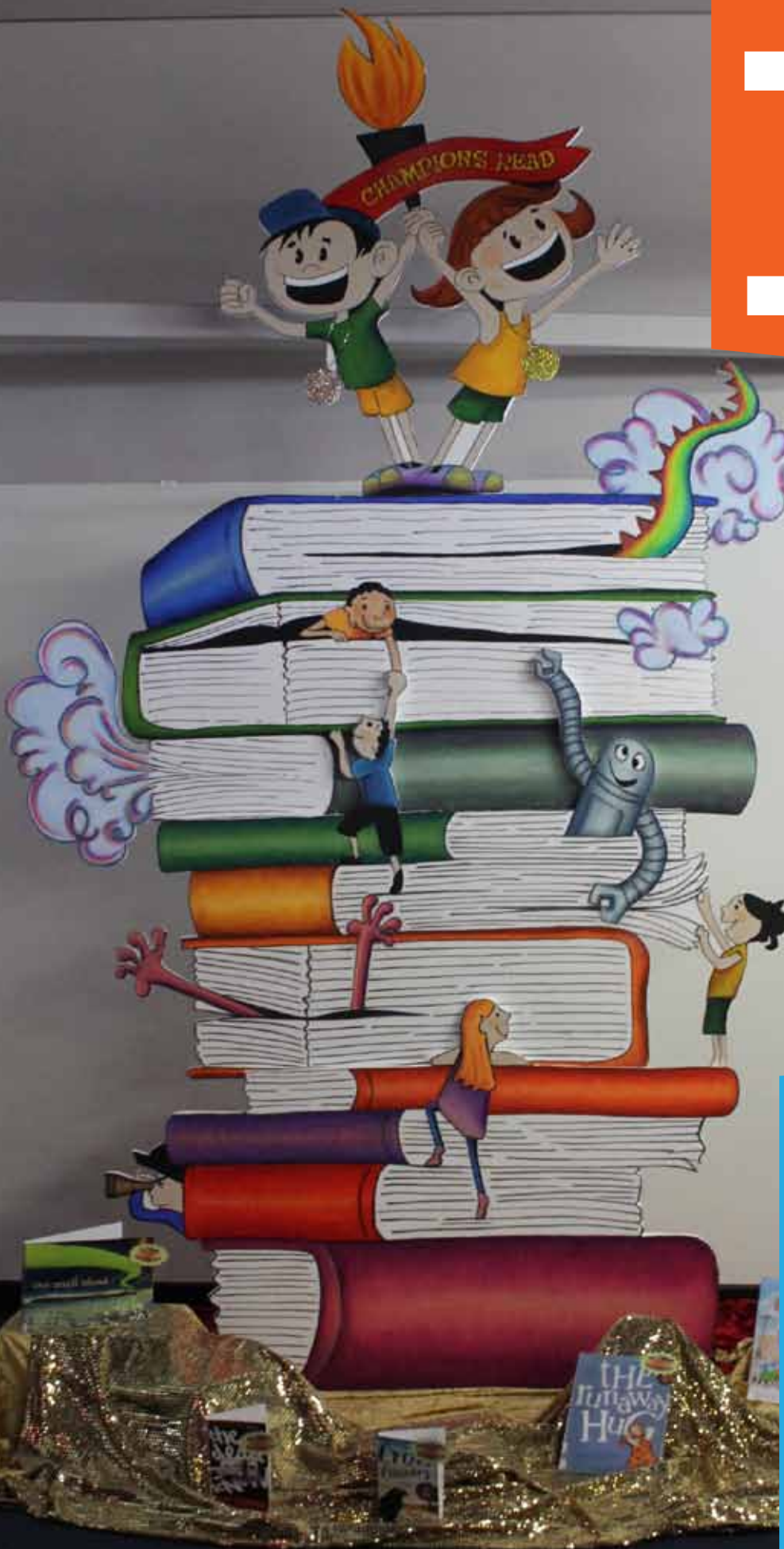




**Professional Journal of the
WA School Library Association
Vol. 2, No. 3
October 2012**



In this Issue:

Teacher Librarians Crucial in
the Information Age
Holly Godfree

iPad apps and web tools
Leonie McIlvenney

More SLCWA Reports

Interview with Dianne Touchell

WASLA updates

Book Week displays & activities
and much more!



Editorial

Well, here we are again at the tail end of what has been, I'm sure, another busy year for everyone. On top of all the usual school library activities, 2012 has been even more hectic with the fabulous focus of the National Year of Reading. So many of our schools participated in some way in promoting reading and literacy with events, displays, author visits and other activities. This issue showcases some of the ideas that our school library staff have put together. We were inundated this issue; thank you to all contributors who sent in articles and photos!

So where to from here, after a year of national recognition of the importance of reading and literacy? The ongoing drive to support our print collections with electronic books and resources will continue to be a priority for many libraries, with staff searching for ways to improve access and overcome the challenges associated with the new media. With the implementation of the Australian Curriculum, library staff will be seeking to accommodate teaching needs by sourcing the most appropriate resources to assist learning and engagement. Information literacy must continue to remain a priority for all library, and indeed teaching, staff. And of course, we will all still maintain the passion we have for learning, literacy and reading that is the reason so many of us work in schools to begin with! There's nothing quite like the feeling that comes when a student comes up to you with a big smile and says, "That book you recommended was great! What can I try next?"

Tehani Wessely, Editor

Cover image: *The Book Week display by Ania Zielona at Swan Valley Anglican Community School. Photo courtesy of Kelly Marsh.*

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Submissions, advertising and subscription enquiries should be directed to the Editor.

Panel of Referees:

The following people have agreed to act as referees for *ic3's* peer review process (see the WASLA website for more information):

- Val Baird
- Barbara Combes
- Jo Critch
- Mary Hookey
- Tehani Wessely
- Gary Green

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Contents

Vol. 2, No. 3, 2012

- 2. School Library Conference WA
- 4. SCIS Subscription Services
- 5. In our libraries... Book Week 2012
- 7. Teacher Librarians Crucial in the Information Age
By Holly Godfree
- 9. In our libraries... Book Week 2012
- 11. President WA Operations Report
By Barbara Combes
- 13. Book reviews
- 14. WASLA Recommends...
- 15. In our libraries... Book Week 2012
- 17. Interview with WA author Dianne Touchell
- 19. iPad apps and Web tools
By Leonie McIlvenney
- 22. Author visit @ Great Southern Grammar
By Elinor Couper
- 23. Celebrating Book Week with *The Last Viking*
By Gillian Skeggs
- 25. Practical Curriculum Opportunities and the School Library Catalogue
By Barbara Combes
- 29. The Go for Gold 27 Question Sprint
By Kate Marshall
- 31. Enticing Students into the Library

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School Library Conference WA – June 2012

When the call went out asking for suggestions for possible sessions for the 2012 School Library Conference I immediately thought how great it would be if they had someone talk about the Flat Stanley Project. At the time I was about to start the project with our Year 1/2/3 class, this would be the fifth year I'd done it with our students, they have all enjoyed it so much and gained a lot from it and it still surprises me so few people seem to know about it so, I zapped off an email to the organisers.

Shortly after I received a reply, they loved the idea and, as I read further, I realised they intended for ME to present it, something I hadn't considered! My first thought was "They're crazy, I can't do that." My second thought was "Why can't I?" and, after receiving nothing but offers of help and positive support, from my colleagues I decided I could and would do it.

Over the coming weeks I made sure that I took tons of photos of the 1/2/3 class as they prepared their Flat Stanleys for posting. As June 9 drew closer, with our Registrar and School Officer on sick leave, I began working in the office on the days I wasn't in the library leaving me less and less time to prepare but also less time to worry about the conference which was probably a good thing!

After a 30 minute crash course on making a Powerpoint presentation from our Principal I spent the weekend before the conference putting photos and words into a display and soon discovered the joys of animation and timing ... what an amazing program that is.



I headed to Perth the day before the conference and stayed at my mum's overnight to save having to leave home before daybreak to reach Churchlands SHS in time. After registering and choosing the sessions I wanted to attend, I started looking for my session co-presenters, Wendy Nosedo and Luisa Durkin, without success. Eventually I did find someone who showed me where I could safely leave my lap top etc. before I went to the wonderful new theatre and settled in for the opening addresses with Josie Boyle and Norman Jorgensen.



My first session, "Indigenous Storytelling" with Josie Boyle, was amazing, I loved the way she told stories with drawings in the sand and if you've never heard "Advance Australia Fair" sung in the Wongutha language, you need to get a copy of her CD. The love she has for her culture and our country was evident and wonderful to see.

My morning tea break was again spent searching for Wendy and Luisa because I still had no idea how our session was going to run. I did have time to sample some of the yummy refreshments though and I always love exploring other schools libraries and gathering ideas to improve my own.

My second session was Denise Plains "I Pad, I Write, I Read" during which she showed us how to create our own interactive books and gave us some websites and programs to follow up later. Before lunch I went to Greg Lindorff's "Gaming Your Way Through the National Year of Reading" ... more great ideas for the future. With our session coming up straight after lunch I gave



up on the idea of eating and finally sought help to track down Wendy and Luisa.

As we set up for our session and people began to arrive I found myself more excited than nervous but I must confess I was happy when Luisa and Wendy presented their sessions first, leaving me with even more ideas for future projects. I think/hope I presented my Flat Stanley story with confidence and those I spoke to afterwards seemed genuinely interested in doing the project with their own students.

With the day over I headed home to Wyalkatchem tired but happy with all the ideas, and how I could adapt them, bouncing around in my head. I thank the organisers for all their preparation but I do have one criticism ... I believe they tried to cram too much in to one day, I was told that some sessions only for four or five people at them and ours only had about 14 and it was a little disappointing, after putting in so much time and effort, to have so few there to hear what we



had to say. It was also impossible to attend all the sessions you would have liked to attend. Perhaps the conference needs to be run over two days in the future?

Wendy Chapman
Library Officer
Wyalkatchem District High School

After making a greedy decision of grabbing a coffee before the conference and missing sign up for the sessions I wanted, I started the day quite flustered. But isn't it funny how things like this happen to guide you down the path less travelled.

The first session I went to was "Stepping into Story". It was wonderful and had me reflecting on my unusual professional life and some of the funny stories that I have from it (a 500 word limit prevents me from sharing the one about a tractor stuck in the tunnel). At school I read a picture book to most of the 16 primary classes that visit our K-12 library on a weekly basis, but I have never considered myself a storyteller. I didn't think I would use what I had learnt in this session but on my return to work I was asked to share Dreaming stories with all of the middle school students on our NAIDOC and coincidentally I had recently purchased a "fob watch" that I wear around my neck – my storytelling chain! I was home and hosed; the session had given me the gift of confidence and creativity. Thank you, Christine.

Exploring CBCA's shortlist was fascinating and being a TL from a non-English teacher background, it was great to hear the rich descriptive language Jan used about the books and the little asides that I have already shared with classes such as the bubbles on the end papers of *Rudie Nudie*.

The session on the Asia Education Foundation's website was excellent. The session fired up my interest in the Australian Curriculum, in particular the cross-curriculum priorities and general capabilities where I see an important

role for libraries resourcing and promoting those resources to staff. I have forwarded links to secondary HOLAs and got talking with them about the countries they will focus on in the next year giving me collecting direction.

The final session was a wander through the school library support website which provides us all with a diverse array of good ideas, links and information. This session was enlightening on a variety of levels including the occasional madness of bureaucrats, enough said.

One of the best pieces of advice I got during the conference was in a brief conversation I had with a fellow delegate who I was having a whinge to about waning borrowing statistics from our secondary students. The advice was to get out of the comfort zone of my little office, shamelessly self-promote the library, go to the HOLAs and teachers, give them an offer they can't refuse and create change.

I love to see other libraries too and Churchlands SHS library walls prompted me to gather more cybersafety resources for our computer rooms and I think the 'times of the world' clocks and information about the school leaders and achievements over time was a great idea I may steal in the future. Thanks, Jeff.

That's what I love about the School Library Conferences; they get us together to learn, share and problem solve. Thank you to all the committee and especially Val Baird, who secretly wears wings in my book.

Caroline Hann
Geraldton Grammar School

SCIS Subscription Services

Did you know that your SCIS subscription includes an original cataloguing service?

A team of SCIS cataloguers around Australia and New Zealand sit ready to catalogue resources that are arriving in school libraries and are not already on the SCIS database.

While we try to obtain as much as possible from publishers/standing orders services/distributors/booksellers etc BEFORE they get to you, inevitably this is not possible for everything, especially for schools that have specialist collection areas (or extremely proactive suppliers).

SCIS exists to reduce the cost and duplication of effort of cataloguing resources in schools, and provides consistent, quality catalogue records created according to agreed national standards relevant for school libraries. Every resource you send to a cataloguer saves time (and cost) for every other school which has purchased this resource.

Contact us to find your closest cataloguer:

WA SCIS agency:
[<http://det.wa.edu.au/curriculumsupport/schoollibrarysupport/detcms/navigation/category.jsp?categoryID=11910398>]

Other states/territories/countries: http://www.esa.edu.au/scis/cataloguing_services.html

Or email: scisinfo@esa.edu.au

Pru Mitchell
Schools Catalogue Information Service
Education Services Australia

www.cheaplibrarybooks.com.au

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Book Week 2012

Although a 7–12 campus, Newman College still go all out in Book Week. We work out what will suit our students and alter the theme to suit our needs.

This year we decided the official theme was too much given we had just done weeks on the Olympic Games and we were a bit over it all. We also found our older years didn't connect to this theme as much as the younger years. We decided to use the settings in the shortlisted books as our motivation to create a large indoor garden setting. Then used this garden as the site for all our Book Week lessons. As one year group were doing a Fractured Fairy Tale unit, we blended that theme a little.

During our Book Week lessons we promoted the shortlist books and designed a lesson that required the students to unscramble some beautiful setting descriptions from the shortlist books. Each pair of students had a 'show bag' that contained laminated phrases of words that were a sentence beginning, middle or end that they had to fit together and then sequence into a paragraph. Halfway through the unscramble, students moved from their own paragraph to the next group's paragraph and finished off that paragraph scramble. The activity was a nice mystery to solve, done in a lovely setting.

Marie Grech
Learning Centre Director, Newman College



Display @ Padbury Catholic Primary



The Irene McCormack Catholic College Champions Read Book Week display was green and gold in keeping with the Olympics, and we held our own Reading Olympics as part of the National Year of Reading.

A former student, Dale Hennighan, an Australian champion race walker, came to talk to our students about reading and his sport. Other champions sent photos with advice such as Nic Naitanui's "Ask your friends to recommend a good read." In our display were photos of our Reading Olympics winners, actors from the school production, authors and champions from many fields with their thoughts on reading. Books recommended by them and the CBC shortlist were available to borrow.

In a three week countdown to Book Week, a posters went up around the school and daily clues appeared in the notices. Wise classes recorded them, for, come Book Week, there were daily quizzes. Many care groups entered which led them to visit the library and the displays eager to find answers. There were also three daily questions on the library door based on the display with the first three correct winning an instant lunchtime prize. To involve the families there was also a family quiz in the newsletter with a prize. Hand made bookmarks and a Book Week cake rounded off the week.

Along with the English Department, the IMCC library ran a Reading Olympics. There were 12 events such as the decathlon (reading 10 books), and 36 medals were presented by our visiting author, Norman Jorgensen. It was great to hear the cheers for champion readers, no less.

To celebrate at the end there was a sausage sizzle. It was inspiring to hear comments like the following:

I liked doing the Reading Olympics, even without the medals, because it made me read books that I had been planning to read for a long time but had put off. – Alex

Judith Jarvis
Head of Library



Teacher Librarians Crucial in Information Age

Holly Godfree

This article originally appeared on 4 September 2012 at The Canberra Times [http://www.canberratimes.com.au/opinion/teacher-librarians-crucial-in-information-age-20120903-25abs.html#ixzz25a1JQGqp]

Holly Godfree is a classroom teacher and an Australian Education Union member. She is studying for her Master of Education (Teacher Librarianship) degree through Charles Sturt University.

Teacher librarians can evaluate online information and, more importantly, they know how to teach others to do it for themselves.

We stand at the crossroads of two futures for Australian children. The first sees them navigating an increasingly interconnected world as savvy consumers and producers of information who are capable of critically assessing what they read, see and hear. The second sees many of them as simplistic, non-discerning searchers probably plagiarising much of what they produce, easy prey for those who wish to fool them.

What is the best way to ensure the first scenario? Make sure we have enough teacher librarians in our schools.

We need to cast aside the stereotype of the frowning, eye-glass-wearing “shusher” and take a look at the 21st century teacher librarian. This is the person with a dual qualification (degrees in education and information services) who welcomes the productive sounds that arise from learning and working in teams, who supports the teaching and learning of every student and every teacher in the school, who seeks out team-planning and team-teaching opportunities and who is helping today’s learners find their way through the huge amounts of information now available online.



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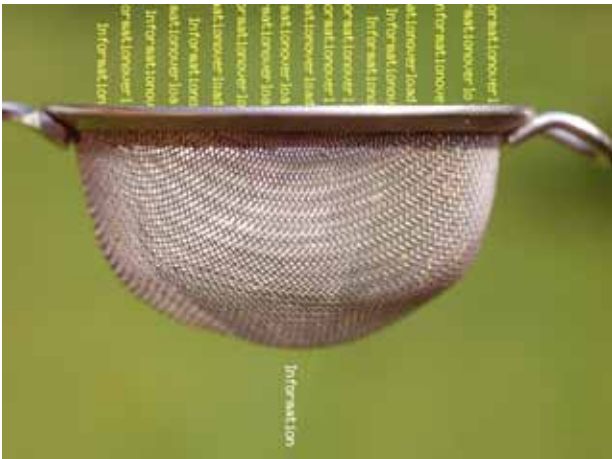
Because of the internet, what used to be called “library skills” or “research skills” have now become essential skills for functioning in the world. Teacher librarians help students of all ages to locate, select, organise, synthesise, evaluate and share information. This is called information literacy, and it is a teacher librarian’s bread and butter.

It is a dangerous oversimplification to say that all information is just a “click” away, and therefore students no longer need guidance to access it. To use the old model as a metaphor: this would be like sending children into a library of books that had no catalogue or Dewey Decimal System. How will they find what they need? How will they know if they can believe what they read? How will they identify the most applicable information? How will they not become overwhelmed in the face of one million hits?

Children today may be able to use their intuition to navigate a tablet device, but they still need to be taught critical thinking skills. This is especially true



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now that there are no fact-checking “gatekeepers” of the digital information they access. The teacher librarian is now the critical facilitator who can help guide and teach students to master these digital literacy skills.

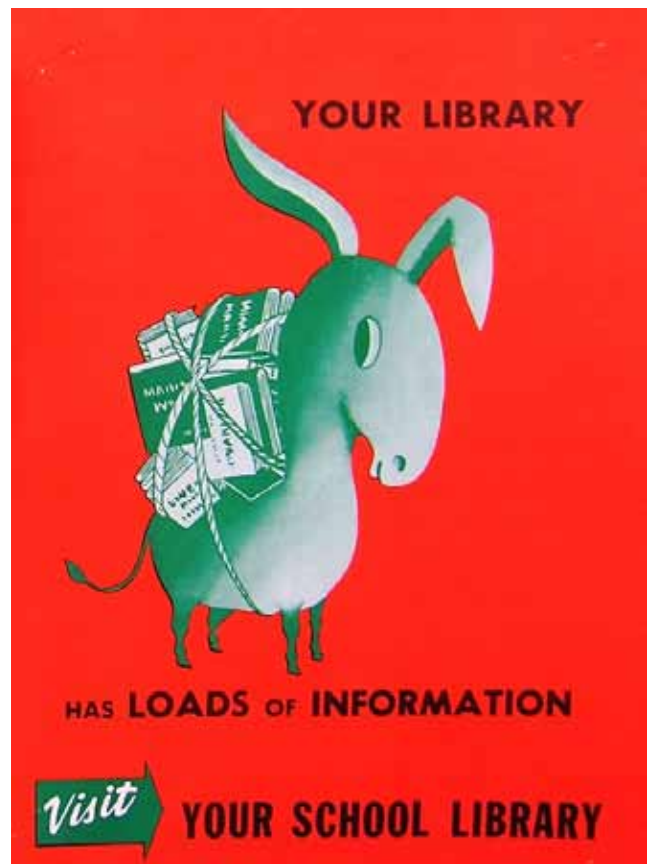
This leads me to a modern myth that needs busting: that of the capabilities of the “digital native”, defined by Oxford as “a person born or brought up during the age of digital technology”. The myth is that because these children have grown up with technology, they are “naturally” information literate. Being able to independently intuit how to play Angry Birds is a far cry from being able to critically evaluate a subtly biased website.

Anyone can type a word into Google, but not everyone has the skills to gain enough background knowledge on a topic in order to formulate incisive questions that delve into the substance of that topic. Teacher librarians know how to do this and, more importantly, they know how to support others to learn to do it for themselves.

Teacher librarians are sometimes referred to as “invisible” because the results achieved by an effective teacher librarian are absorbed by others. They are shown in the higher quality of work produced by the student and the better quality lesson delivered by the teacher. Sure, having a teacher librarian in a school has been statistically proven to be associated with better student outcomes on a range of measures (including, but not limited to, higher NAPLAN scores), but we are about teaching people to “fish” and feed themselves for a lifetime, not handing them the meal for that one day.

Has this “invisibility” hurt the profession? Perhaps it has. Maybe this is why teacher librarian numbers have been dwindling in the ACT’s public schools, particularly primary schools and early childhood schools, at an alarming rate. Further declines can be anticipated under the new school autonomy plans: cuts to less “showy” parts of the learning environment are easier to make if one is forced to balance a school budget.

Noises from candidates in the upcoming ACT election regarding boosting teacher librarian numbers, along with ACT Labor’s recent announcement about the provision of extra digital resources in primary schools being conditional upon a teacher librarian being maintained to manage these resources, are encouraging developments. Governments must also commit to concrete measures to train and recruit more of these professionals, who are critical components in the transformation of mere information into true knowledge.



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Book Week @ Anglican Com



Something different we did this year was to coordinate a Mad Hatter's Tea Party to engage staff in Book Week. The photos are included on our web page (see below). Fun activities included a rabbit hole that staff had to go down it to get chocolate frogs. Some of the best Staff hats are pictured.



The Book Week artwork (as pictured on the front cover of the journal) was made by our very own Library Technician Ania Zielona. She took the design from one of the publications and made her large display by drawing the image, and cutting and painting it to what you can see in the picture.



Celebrations including a visit by Fremantle author/illustrator Wendy Binks. Wendy is best known for her quirky and distinctive range of animal designs (popular worldwide) including an 'emu with attitude' called Stripey. Year 1 children who were lucky enough to attend Wendy's author and illustrator workshop were taught how to draw their very own 'Stripey'.



We also coordinated Book Week Meal Deals where we arranged for our Café Manager Melissa to make up some meal deals to tie into books with food themed books, i.e. Charlie and the chocolate factory) that students and staff could purchase for \$5.00. The meal deals alternated each day but included a small main (i.e. Stew for *Wombat Stew*), a dessert (Chocolate cake – for *Charlie and the Chocolate Factory*) and a juice box which tied into a book with a fruit theme (i.e. *The Very Hungry Caterpillar*).

For more on our Book Week activities, check out our webpage at:

[<http://www.svac.s.wa.edu.au/default.aspx?ContentID=321&MenuID=73&NewsItem=True>]

Kelly Marsh
Head of Library

Swan Valley Community School



Another busy year seems to have slipped by so fast, and yet so much has happened. 2012 has been another year of strength for WASLA and I have to thank my Co-President Peta Harrison and the wonderful WASLA Committee for their collegiality and willingness to be involved at another level in school libraries. We now have two members on the Committee who are located in the rural southwest and would like to have more so we can cater specifically for rural members' needs, especially in the area of Professional Development.

WASLA's journal, *ic3*, has had a second successful second year of publication thanks to contributors and the commitment of the editor Tehani Wessely, whose move to Tasmania this year demonstrates just how powerful a tool the Internet can be, especially when it takes away the distance factor and isolation that is a feature of living in Australia.

Since there was no ASLA Conference scheduled for 2012, WASLA and AISWA combined to celebrate the Year of Reading and conducted a very successful one-day conference. There were some great sessions including:

- indigenous storytelling with Josie Boyle;
- a hands-on session from Peta Harrison about resourcing the Australian Curriculum;
- copyright for ebooks and multi-user databases with Carolyn Brasnet;
- interactive picture books with Denise Plain;
- authentic inquiry with Gary Green;
- exploring the CBCA's 2012 Book of the Year shortlist with Jan Nicholls;
- gaming and reading by Greg Lindorff;
- reading, literacy and advocacy by Barbara Combes;
- mobile technologies: ipads and apps with Janine Maitland; and
- ebook management by Amanda Stewart

Other sessions with Bolinda, Gecko, the Asia Education Foundation, Child Education Services and representatives from the Education Department's School Library Support Services, plus book displays and opportunities

to buy, allowed delegates to keep up-to-date and work with distributors to answer questions and examine products on the day. The Committees from WASLA and AISWA appreciate the time and willingness of all speakers to share their knowledge and enthusiasm for school libraries. The Committees would also like to thank Churchlands Senior High School for providing the wonderful venue and catering services. The WASLA Committee would also like to thank our convenors: Jeff Herd, Val Baird and Bernie Nye for all their hard work. It was a great day out – good food, great friends and terrific opportunities to learn and network. A number of the sessions are available on the members' only portal of the WASLA website.

Another very successful professional development session was conducted by Dr Janine Douglas on the practical steps for Successful Strategic Planning. This was a half-day workshop held at Scotch College. Feedback from this session indicated that it was timely and extremely valuable for those who attended. Again the WASLA Committee would like to thank Scotch College for the venue and a lovely morning tea, which fuelled the intense work that was completed during the morning. WASLA will book Janine for the next step in this process for early next year when there will be another half-day workshop on Operational and Business Planning for the school library. The ppt and notes provided during this session are also available on the members' only section of the WASLA website, with thanks to WASLA's Web Manager Kate Flowers.

An upcoming PD and the last for 2012 is due to be held at Churchlands Senior High School on the 1st November. This session will be conducted by Professor Paul Newhouse, who is a writer and advisor to ACARA. Paul will be discussing ICT competency and capability; the use of ICT across the phase 1 curriculum areas and the place of digital technologies in the Australian Curriculum. This is a gold coin donation PD for WASLA members, but anyone who would like to attend may do so for a fee of \$25.

I know most of us are looking to the end of the year with a sigh of relief, but there are still a few

things to keep in mind. I would urge anyone who would like to join the Committee and step up their involvement in school libraries to nominate at the upcoming AGM. Rural members and our library officer Committee member from Mandurah attend the monthly meetings via Skype.

WASLA also has some important decisions to make regarding the fee structure, membership to ASLA and the new listserv, since WATLNet is no longer being supported by Education Services Australia (ESA). I would urge as many members as possible to participate in the voting and to attend the AGM in Perth if you are available.

Next year promises to be just busy. WASLA will continue to provide quality PD for our members, endeavour to set up some rural PD and focus on advocacy and the new Teacher registration legislation/Board for advocacy. The Committee will also keep members informed about developments from the Australian Curriculum, AITSL and the national associations ASLA and ALIA. Next year is the biennial ASLA Conference to be held in Hobart, so start budgeting now and keep your eyes open for more information. The Committee will also be working towards the School Library Conference WA 2014 with AISWA and is working towards an agreement with Swancon, the annual Western Australian Science Fiction and Fantasy Convention. Watch this space for what promises to be some great PD. Anyone who would like to participate on the organising Committee for this conference is also most welcome.

2013 looks like being another eventful year, and in spite of the hard work, lots of fun. It has been a pleasure to work such the fabulous group of people who made up the WASLA Committee in 2012. I hope to see some new faces on the Committee for next year. I would like to wish everyone a wonderful holiday and Christmas season and look forward to some downtime over the break, before we gear up for another year.

Barbara Combes
WASLA President WA Operations

The WASLA website is a repository for practical resources, information on professional development, advocacy support, state and national events and reports and much more.

Register for access to the Members Only section for access to a growing wealth of support and resources, just one of the many benefits of being a member of the WA School Library Association!

www.wasla.asn.au

ADVERTISE POSITIONS VACANT WITH WASLA

WASLA offers free website advertising for Positions Vacant for Members. If your school is advertising a Library position, please email the details to
Kate Flowers at:
webmanager@wasla.asn.au
for inclusion on the WASLA website.

[www.wasla.asn.au/
employment/](http://www.wasla.asn.au/employment/)

WASLA REVIEWS

A brand new section of the WASLA Website, where our team of reviewers check out the latest Australian and New Zealand books for Children and Young Adults.

[www.wasla.asn.au/
wasla-book-reviews/](http://www.wasla.asn.au/wasla-book-reviews/)



Gladys Milroy

Fremantle Press (2012)

ISBN: 9781921888714

Reviewed by Elinor Couper

As Emu is flying around one day he spies an unusual tree. Landing in the tree Emu discovers it is full of pure, clean water. A serpent lives in the tree and demands brightly coloured stones from Emu in exchange for the water. Emu keeps this a secret from his bush friends who are dying of thirst as all the rivers, creeks and waterbeds have dried up.

Eventually the brightly coloured stones run out and Serpent demands that Emu give him his golden feather in exchange for the rest of the water in the tree. Without the golden feather, Emu is unable to fly. As Emu realises Serpent's true colours he is faced with a moral dilemma – keep his golden feather and his ability to fly or save his bush friends from dying of thirst and never being able to fly again. Magpie explains to Emu, “What you must do, Emu, is listen to your heart. If you follow

your heart, then you will make the right choice.”

Emu and the Water Tree is part of the Waarda Series for young children. Waarda is Nyungar for talking and sharing stories and information. This is a new Indigenous children's series edited by Sally Morgan. The series is designed to support the literacy needs of Indigenous children in primary school. At the same time; it will introduce non-Indigenous children to the richness and depth of Indigenous storytelling. Above all, it is a collection of fun, interesting and diverse first chapter books for new readers.

Teaching notes are available from www.fremantlepress.com.au



Meg McKinlay & Kyle Hughes-Odgers (ill.)

Fremantle Press (2012)

ISBN: 9781921888946

Reviewed by Trisha Buckley

Meg McKinlay's latest collaboration with new illustrator, Kyle Hughes-Odgers, is effective. The geometric patterns of the end papers, and the heavy pages reflect the story's message: We need to take time out to observe the world around us.

McKinlay's narratives are always enriched by her language. This simple story is layered by her use of alliteration, repetition of rhythms and sentence structures, and poetic devices like 'it was cosy and comfortable and calm', and 'but the world whizzed past their windows like a big foggy blur'. Reading this to and with children offers a new and surprising vocabulary, and the experience of sentences which roll off the tongue in unexpected ways.

In our modern, convenient world, it doesn't hurt to be reminded to slow down and share the small pleasures of nature and time. There is no sentimentality here, no obvious hearkening back to a simpler (better?) time, but we are encouraged to find more ways to allow children to experience the real, tangible world.

If I had one niggles, it would be the illustrations tend to only reflect the story. Although there is artistic interpretation with obscure background shadows, the images could have challenged readers more. I love the colour palette and the unusual shapes and designs, but an opportunity to take the 'ten tiny things' theme a little further has been missed.

I'm extremely fond of all McKinlay's texts, both chapter and picture books. Her humour is gentle, her style a little whimsical, and her themes universal. But best of all she doesn't talk down to young people; she treats them with respect. She believes her audience are smart enough to fill in gaps and see beyond the page. *Ten Tiny Things* is another fine example and comes highly recommended for young children.

WASLA Recommends...

WOW Websites

Stich.it – a website that converts any set of links into a “stiched” experience. Put in your links, and Stich.it will convert to a single URL for you to share.

<http://stich.it/>

Weeding the library collection: the M.U.S.T.I.E. method.

http://www2.curriculum.edu.au/scis/connections/issue_63/secret_library_business__part_2.html

Google Art Project – links to more than 1000 works of art at 17 major art museums around the world. Virtually explore the museum and click on artworks to view them; many have extra information and links.

<http://www.googleartproject.com/>

Newspaper Map – over 10,000 newspapers from all over the world, most of them possible to translate to and from many languages with one click.

<http://newspapermap.com>.

PD & Advocacy

Web2MARC – creating MARC records for websites; if you see anything on the Internet you’d like to make MARC records for, just paste in the URL, edit, and download!

<http://dl2sl.org/web2marc>).

ARTICLE: An Essential Partner: The Librarian’s Role in Student Learning Assessment by Debra Gilchrist & Megan Oakleaf

http://www.learningoutcomesassessment.org/documents/Library-LO_000.pdf

Social Media Statistics – may be of use when advocating at school level.

<http://www.socialmedianews.com.au/social-media-statistics-australia-june-2012/>

Compare with December 2011 figures

<http://www.socialmedianews.com.au/social-media-statistics-australia-december-2011/>

Around the Blog-o-Sphere

Justine Larbarlestier discusses the “duty of care” that YA authors have regarding the subject matter of their books.

<http://justinelarbalestier.com/blog/2012/08/01/duty-of-care/>

Library Girl Jennifer LaGarde looks at the future of research – is it a life skill, and why do we still need to teach it?

<http://www.librarygirl.net/2012/07/the-future-of-research.html>

Google’s differentiated **Search Lessons** give practical implementation suggestions for teaching the skill.

<http://www.google.com/inside-search/searcheducation/lessons.html>

Bloggers Beware: you can get sued for using pictures on your blog

<http://www.roniloren.com/blog/2012/7/20/bloggers-beware-you-can-get-sued-for-using-pics-on-your-blog.html>

More WASLA Recommends...


Book Spine Haiku (via Barbara Braxton)

Following the success of the speed dating, book trailer and toilet door concepts shared by your LM_NET colleagues, here’s another you might want to try. It’s making a haiku poem using the titles on the spines of books, but can also be a thought or a sentence or a message, depending on the age of the students.

These instructions are adapted from Kathy Smits:

- * Find books in your library and stack them so the spines form a thought or a “poem”
- * Each book may be used once. If we have more than one copy, each copy can be used.
- * Must include 5-10 books.



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Understanding Copyright

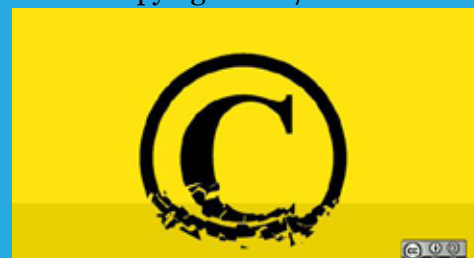
EduBlogs Student Blogging Challenge: Adding Images and Attribution

<http://studentchallenge.edublogs.org/2012/04/02/week-5-adding-images-and-attribution/>

Free Digital Citizenship Posters about posting images
http://www.common sense media.org/educators/middlehigh_poster

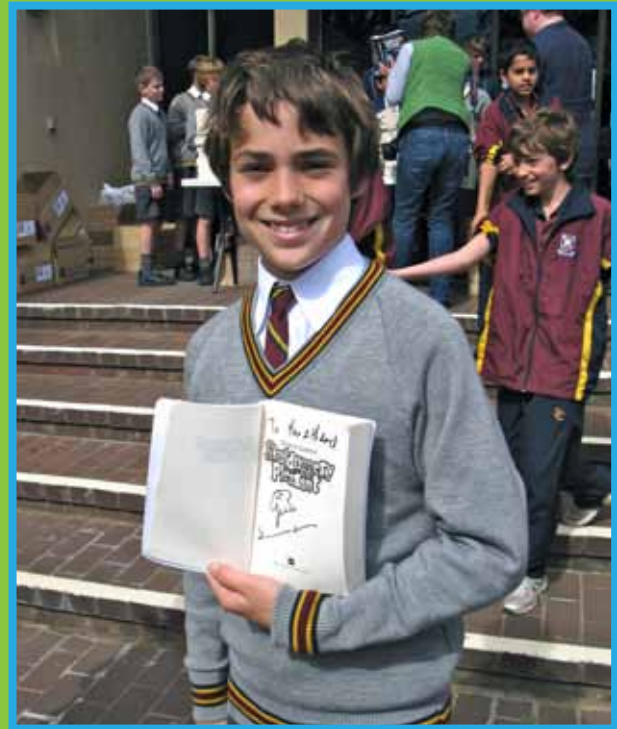
Nothing Beats the Real Thing: a multimodal online resource for investigating aspects of copyright and film and TV piracy in Australian secondary classrooms
<http://www.nothingbeatstherealthing.info/>

Smart Copying: the Official Guide to Copyright Issues for Australian Schools and TAFE
<http://www.smartcopying.edu.au/>



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Scotch College staff and students had multiple opportunities to engage in Book Week celebrations for 2012. The Senior School library Book Week celebrations were physically exhausting as we decided to link the Champions' Read theme with the Olympic Games. Minute-To-Win-It games were extremely popular and we had to extend them to run over four lunchtimes instead of just two. We also created cryptic clue hunts where the boys were given a set of cryptic clues to decipher and track down the locations of the five Olympic rings that we'd hidden around the school. This was so popular the boys have asked us several times since whether we'll be running it again. Our final activities were quizzes based on the Olympic Games and identifying the concealed faces of staff members. The latter competition was also open to the staff when they joined us for a magnificent morning tea in the senior library.



The Junior School celebrations began when members of leadership and staff from various areas of the school were invited to read one of the CBCA nominated picture books to each class. The classes were then given the challenge of decorating their door according to the themes present in their designated book. Mid-week the boys had the opportunity to dress up and join in the costume parade. Hobbits were making a comeback with the impending release of the movie, *The Hobbit*, and Star Wars characters continued to be popular.

In the Middle School, boys had the opportunity to decorate their classroom doors, this time according to themes in the CBCA Younger Readers' nominated books. The Year 6 students were also particularly lucky to have the opportunity to join boys from Christ Church and Hale in the CCGS chapel and listen to Derek Landy, author of the popular Skulduggery Pleasant series.

Derek arrived in Perth to promote the release of his newest novel, *Kingdom of the Wicked*. He regaled us with tales of krav maga martial arts and kenpo karate, owning a shrunken head in a jar (which features in the Skulduggery Pleasant series), his amusing geriatric Staffordshire Bull Terriers, Mabel and Sherlock, and how he ended up with 13 cats in one year because he became so engrossed in his writing that he kept forgetting to have the cats neutered.

Growing up in Ireland, Derek tried his hand at screenwriting and that led to the filming of *Dead Bodies and Boy Eats Girl*, a movie about a boy who becomes a zombie and starts to find his friend Jessica even more 'attractive'. Alas, Derek's audiences were minimal and he decided to focus on his writing instead. During question time we discovered that Valkyrie is the only character in the Skulduggery Pleasant series that is based on

Scotch College

a real person. Unfortunately, Derek's two aunts are convinced the horrible aunt in Skulduggery Pleasant is based on them and, as a result, they haven't spoken to him since he started publishing.



Derek's interest in producing movies was rekindled when Warner Bros approached him to purchase the screen rights for Skulduggery Pleasant. However, he became increasingly disillusioned with Hollywood as the script was passed from writer to writer and the quality of writing took a turn for the worse. The final straw came when one writer added a scene in which Skulduggery bursts into a song and dance



number out of the blue. At this point Derek reclaimed the screen rights and began working on his own script, which will soon be ready to be optioned.



At the conclusion of the presentation we collected our autographed books and several students had the opportunity to obtain personalised autographs before we had to leave. Max Kailis was lucky enough to get in the queue quick and have his book signed while Jonathon Prior received an autograph on his arm. Derek kindly posed with our Year 6 cohort for a final photograph before we headed back to school to delve into the latest Skulduggery instalment.

Book Week 2012 was a roaring success, and it will be a challenge to improve on it next year.

**Kate Flowers, Kathryn Salt,
and Warwick Norman
Teacher-Librarians
Scotch College**

Interview with YA author Dianne Touchell



Dianne Touchell is a middle child who feared Santa Claus, the Easter Bunny, the Tooth Fairy – and any other stranger who threatened to break into the house at night.

She has worked, amongst other things, as a nightclub singer, a fish and chip shop counter girl (not with Pauline Hanson) and a bookseller. Dianne would rather talk to her dog than answer the phone. You can find out more about Dianne and her work at [<http://diannetouchell.blogspot.com.au/>].

1. When I met you, you were a rep for a bookseller, and now you have your own book! Can you tell us a bit about your journey to publication?

I've always written and read. I get a bit antsy if I'm not doing one or the other. So in an effort to make myself tolerable to the people around me I wrote *Creepy & Maud*. Creepy and Maud had been in my head for a while and they wouldn't shut up so it was a bit of an exorcism as

well. I didn't write with an audience in mind – I find that sort of restrictive (“Can I say that? Will this offend someone?”) – I just let the characters take me where they will.

I suppose the real journey to publication for me began with an overnight post bag and a big sigh. You know the sigh? The one that crimps your nerve endings in preparation for another rejection? Or worse, an acceptance with diabolical editorial strings attached? I shoved *Creepy & Maud* in that post bag and mailed it in to Fremantle Press. Cate Sutherland emailed me a few weeks later and invited me in to talk. I remember being so excited that the effort to suppress any conspicuous elation made my hands shake and gave me diarrhea. To have Cate Sutherland at the helm of your first novel is crazy good. I could have thrown myself at her that first day and kissed her (but I think she would have had a law suit).

I didn't think it could get any better until Cate told me my editor would be Amanda Curtin. I remember saying: “Not THE Amanda Curtin!?” Amanda and I edited this baby in three and a half weeks. The process was fun and funny and collaborative and surprising and satisfying. Amanda Curtin has senses that have yet to be mapped by science. Once Amanda had finally gotten rid of me (poor woman) it was on to Tracey Gibbs and the extraordinary journey to the cover art. I felt genuinely humbled and honored by the amount of input I was permitted. If I had an idea it would turn up as art work within days. The process was purposeful and committed to the integrity of the story.

And now here I am. About to launch. And I can honestly say that the journey to this point has been a joy.

2. Creepy and Maud examines some pretty serious issues, including domestic violence and adolescent mental health – how hard were these things to write about?

These things were not difficult to write about. I have always been fascinated by obsessive compulsive disorders. I have some familiarity with them. They are an extremely efficient way for the brain to cope with anxiety and pain. The only down side is the side effect to such efficiency is usually more anxiety and pain. Which makes it all the more fascinating. And domestic violence is a common phenomenon. Be it physical, emotional, financial –



be you the recipient of the abuse or a witness to it, the consequence is always an invalidation of self. When you break it down to that level – worthy people being invalidated – it is not difficult to write about.

3. *Some people would argue that books for teens shouldn't talk about darker issues like those in Creepy and Maud – what do you think about this idea?*

First I'd ask for a definition of "dark". Teens are a savvy, underestimated species dealing with difficult stuff daily. Self created stuff and stuff imposed upon them. And with the added media and societal expectation to be grown up by 15, I'd say some of their issues were dark. Some of my own issues as a teen were dark and there were no literary mirrors for me. What liberation would it be to tell teens that the dark is real but transitory? That human connection is still possible within the darkness? Would anyone want to protect young adults from controversial or confronting subject matter for any reason other than to protect themselves from having to engage in real discussion about the unspoken internal life of teens and what that means for the grownups involved with and responsible for them? I don't think so.

4. *This is your first book, and you've started with a bang – what can we look forward to next?*

Doing something monstrous doesn't make you a monster.

5. *What great Australian books have you read recently?*

Nobody Owns The Moon – Tohby Riddle

Happy As Larry – Scot Gardner

When We Remember They Call Us Liars – Suzanne Covich

Lambs To The Slaughter – Debi Marshall

In the Lion – James Foley

Creepy and Maud

Touchell, Dianne

Fremantle Press (2012)

ISBN: 9781921888953 (print) and 9781921888960 (ebook)

Reviewed by Tehani Wessely

What a deep, darkly fascinating debut novel from Dianne Touchell! Combining quality writing with an absorbing dual narration, Touchell has produced an astonishing story of outcasts, suburbia and what it can mean to be different.






Creepy (not his real name) and Maud (not her real name) are neighbours. Both live in dysfunctional, often abusive, households. Both are social outcasts at school. They have never spoken to each other but Creepy is in love with Maud and one day starts writing messages to her through his bedroom window. In fits and starts, the two begin to get to know each other in one of the most unusual love stories, and stories of acceptance, that you will ever read.

Creepy and Maud is not an easy read in terms of subject matter. Some parts of the story will (and should) disturb the reader, but the gradual unfolding of the characters is worth the more harrowing aspects, which in themselves are important issues for readers to consider.

I highly recommend *Creepy and Maud* for middle to upper secondary readers and adults. An uncomfortable and completely compelling book!

Notemaking Tools on the Web






A list of web tools designed to help effective notemaking.






	<p><u>Übernote</u></p> <p>Übernote allows you to keep track of assignments, manage your classwork, bookmark and clip webpages, quickly find any note you have created and much more.</p>
	<p><u>Springnote</u></p> <p>Allows you to create pages, work on them together with your friends and to share files. It is a great tool for group projects and gives you 2GB free storage.</p>
	<p><u>WebAsyst Notes</u></p> <p>Comes with features for including attachments to your notes. You can sort the notes into specific folders and share the folders with your contacts.</p>
	<p><u>Zoho Notebook</u></p> <p>Provides you a palette where you can type and add image, audio, video, html, urls, RSS, files, sheets, and more. There are also various tools like the Line tool, Freehand tool, Select tool, Hand tool, and Shapes. There is a rich text editor with export, publish, and share features. You can record video and audios directly into the notebooks, integrate them with Skype for chats and IP telephony, or use the Firefox plugin to add Web clips easily.</p>
	<p><u>Studyblue</u></p> <p>Provides digital flashcards to help you organise your notes and revise for exams.</p>

Notemaking iPad Apps

10 iPad Apps you can use for taking notes. Some of them allow you to take audio notes and some you can sync with things like DropBox.

See the iTunes Store to find out more.

Notemaking iPad Apps	
	<p><u>Notability</u> \$4.99</p> <p>Notability integrates handwriting, PDF annotation, typing, recording, and organising so you can take notes your way.</p>
	<p><u>CourseNotes</u> \$4.99</p> <p>CourseNotes is a wonderful app for students. The app is designed around different courses or meetings you attend. The app also features a to-do list, tracking of assignments, and sync with your iPad's calendar. The app also fully supports AirPrint and exporting to Facebook. The app also supports sharing notes over local Wi-Fi or Bluetooth. You can take notes with a keyboard or simply draw on the screen. The main benefit of this app is that it keeps you on track and prepared for class.</p>
	<p><u>Awesome Note for iPad</u> \$4.99</p> <p>This app can sync with Evernote and Google Docs! It can also insert images, maps, and drawings all in the same note. It includes a to-do list, calendar, customised notes (icons, fonts, themes), passcode protection, email notes from within the app, Bluetooth note transfer, and AirPrint support.</p>
	<p><u>Complete Class Organiser</u> \$4.99</p> <p>This app will sync your audio recording with your notes and lets you import PDFs & Google Docs. You can backup/restore through iTunes and so much more.</p>
	<p><u>AudioNote - Notepad and Voice Recorder</u> \$4.99</p> <p>You can record audio while you are in a lecture then sync the audio to where you write or draw on the iPad. You are able to simply tap on a word and the audio will start to play. The notes you take will actually be highlighted as you play back your recording. You can use drawing or typing to enter your notes.</p>

Notemaking iPad Apps	
	<p><u>Corkulous</u> \$4.99</p> <p>Corkulous is a cork board for the iPad. You are able to stick up on this board notes, labels, photos, contacts, and tasks. You can have multiple cork boards, nested cork boards, searching, passcode lock, export/email boards as PDF or an image.</p>
	<p><u>Note Taker</u> \$4.99</p> <p>The app is designed around using your own handwriting on the iPad screen.</p>
	<p><u>Penultimate</u> \$0.99</p> <p>Penultimate is like using a stylus or finger to write or draw on notebooks. You can have as many notebooks as you want. You can also choose between a thin, medium, or thick styled pen and also choose between graph paper, lined paper, or plain paper.</p>
	<p><u>SoundNote</u> \$4.99</p> <p>With SoundNote you can record audio while taking notes then sync them together. The notes can be exported through email if you need to get them into another note taking system like Evernote.</p>
	<p><u>iOutline</u> \$0.99</p> <p>iOutline is an outline editor for the iPad, in which you can build lists of single-line items. You can add sub-items and items at the same level of indentation.</p>

Leonie McIlvenny
www.studyvibe.com.au

Author Visit @ Great Southern Grammar

Students at Great Southern Grammar were lucky to have Dianne Wolfer visit during our Kingfisher Festival. Dianne spoke to the Year 9 cohort about two new books she has coming to bookstores in the near future.



Granny Grommet and Me will be out early next year. This picture book was inspired by a group of Albany Ladies of a certain age (50+) who meet each week at Middleton Beach to practice their boogie boarding and surfing. Dianne saw them regularly when walking her dog at the beach. Their joy of life made her want to use them as characters in a book for younger readers. The young protagonist is afraid of the strange things below the waves and the grannies help the grandchild overcome the fear.

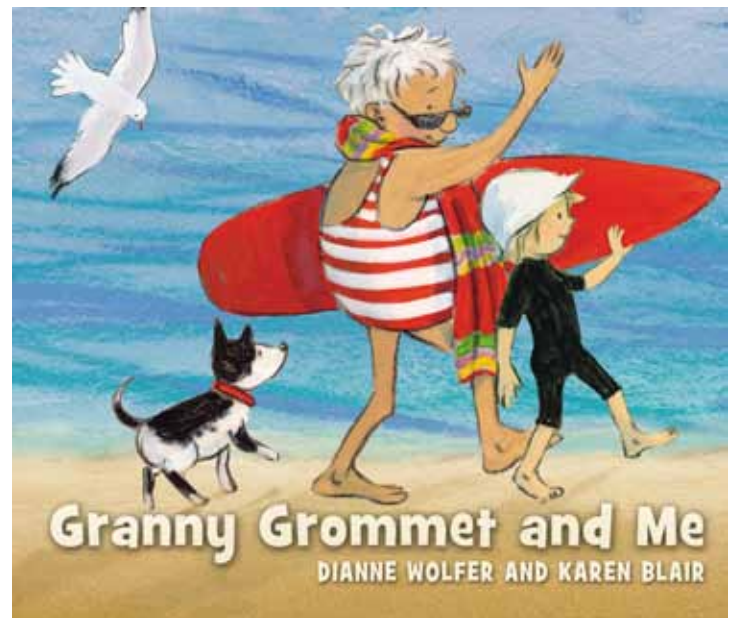
The second book, *Light Horse Boy* is a companion book to *Lighthouse Girl*. *Light Horse Boy* has an overlapping character Charlie. Charlie



and his mate Jim sign up to join the Light Horse at the outbreak of WW1. Jim writes letters back to his sister and these help the story unfold alongside evocative charcoal illustrations by Perth artist/illustrator, Brian Simmonds. Like *Lighthouse Girl*, this new book draws on fascinating archival material, and interweaves fact with fiction.

Dianne finds picture books the most challenging to write. Her best ideas come when she is out doing something outdoors. The inspiration for *Light House Girl* came from reading a newspaper article written by Ron Crittal in *The Weekend Australian* newspaper on April 23/24th 2005. It was about Albany being the last place Australian troops saw before sailing away to WW1. In 1914 Albany was the last sight of Australian land for many of the young ANZAC soldiers sailing to Gallipoli.

After Dianne has created a setting, interesting characters and a problem to solve, Dianne writes the ending. It sometimes changes but it means there is an end point for her to work towards.



Dianne Wolfer is the author of twelve books for teenagers and younger readers. Her novels have been short listed for various awards and are read in schools around the world.

Elinor Couper
Great Southern Grammar

Celebrating Book Week with *The Last Viking*

Imagine my surprise when, in my first job interview, I spoke at length about my affinity for school libraries (I kept finding myself there during my teaching rounds, and my favourite people were always the librarians!) and the Principal interviewing me replied, “Hmmm, well we don’t have a school library, we have classroom libraries, how do you feel about that?”

Well, I felt very strongly about that ... but my answer must have been acceptable because they did employ me and I am now nearing the end of my third term as a graduate teacher at Wembley Primary School in Yarraville, (Melbourne). I say I teach Grade 2, but, frankly, the kids are absolutely amazing and they teach me just as much as I might be teaching them.

To celebrate Book Week, the Literacy Coach at our school asked the teachers to decorate our classroom doorway in celebration of a book of our choice – perhaps a favourite book of the class, or one of the Shortlisted Books.

My kids had been ‘Grug’ crazy in Term 1; mad for Duncan Ball and his Emily Eyefinger series in Term 2 – and we were all ready for our next fascination.

I approached the display of CBCA Shortlisted books in the school staffroom – looking for inspiration for our Book Week Display.

Book heaven! As I scanned the books, one immediately jumped out at me ... I had spied *The Last Viking* and knew immediately that this was our book. I opened the book and began to read.

As fortune would have it, the themes of the book were perfect for my class and for me personally. (I had recently been learning about the stages of the metaphysical Hero’s Journey, and the writing focus in my class was ‘narrative structure’).



In class, I showed the kids the cover of the book and encouraged them to predict what they thought the book might be about. Accessing their prior knowledge, the kids spoke to me about little boys and their relationships with their dogs, Vikings, Odin, Thor and Asgard (who knew they would know Asgard?).

The children’s predictions were so elaborate that, in that instant, I decided to postpone our reading lesson, and I asked them to instead write their own version of *The Last Viking* story. The kids, who are keen writers, were delighted with this idea and enthusiastically began their own version of the story.

The children wrote their stories based on their predictions about the book that I hadn’t actually read it to them yet...and some of their ideas were so uncannily close to Norman’s story that it reinforces to me just how perfectly *The Last Viking* taps in to the universal and collective unconscious and provides a framework for kids to understand the world in a way that is relevant and accessible to them.

Norman and James have created a powerful and important resource for young people that can act as a mentor text or reference point for them as they face these challenges in their own lives.

After all the students had written their own version of the story, based on their impressions of the title and the front cover, I read the story to them. The kids were amused by Wolverine; entertained by the story; fascinated by the ‘book inside a book’; and were able to identify the author message about bullying.

The students in my class inspire me so much with their maturity, thoughtfulness and insight that I took a chance on them understanding the deep messages contained within *The Last Viking* (bullying, courage, the power of imaginations, the Hero’s Journey and family connections) and they totally got it!

The text-connections we could make as a group were extraordinary – in my class I had students dealing with their own fears that were similar to the protagonist in Norm’s story: generalised fears; the arrival of new baby siblings; and experiences of being bullied (also, a boy called Josh, a twin, and a big brother of twins).

After watching the book trailer online, and reading the book to the children for a second time, the children retold the story in their own words including as much detail as possible and some students also wrote reflections on the story synthesising the key messages.



We made a Viking longship out of the cardboard box that my new MacBook Pro had been delivered in, a piece of old sheet and the tubes from two almost finished rolls of wrapping paper. (With thanks to Marissa in the art room next door who let me borrow the paint, and Fleur in her capacity of Teaching Aide, who took our ideas and actually started to make them happen!) The kids did an awesome job of painting the ship, the pirate flag and the rolling ocean waves.

Using the Vikings in the book as a stimulus, the kids created their own imaginary characters that could protect them if they felt scared, or in danger, or needed to feel brave. They drew them and wrote about their characters – who would they call on in times of trouble and how could they help them? (examples included a wide-eyed nurse, a flying dragon, a witch with strong spells and potions, a Viking, a ninja and a good fairy). I laminated their ‘protectors’ and added them to our longship display.

We practiced standing tall and brave, ready to face our enemies, and compared that to how we might stand and/or speak when scared and feeling unsafe. We compared how it feels to be afraid, to how you would feel if you had Odin and Thor backing you up (or our own magical characters/creations).

The kids are so very proud of their display, which I believe reflects their complete fascination with the book *The Last Viking*. We have read the book in class several times and I have referred back to the book – in reminding the kids of narrative structure; as an example of the Hero’s Journey (the Grade 2s totally get it about finding the ‘resources’ you need to help you on your quest); and as an exemplar for ways to deal with bullies in the playground.

This book is a ‘mentor text’ in every sense, and I believe it would also be completely appropriate to use in higher grade levels to explore these themes.

The Last Viking

By Norman Jorgensen and James Foley

Award nominations:

2012 Crystal Kite Award – Society of Children’s Book Writers and Illustrators’

2011 Aurealis Awards for Australian fantasy, science fiction and horror creators.

2012 Notable Book, Picture Book of the Year category, Children’s Book Council of Australia (CBCA) Awards

2012 Shortlist, Early Childhood category, CBCA Awards

2012 Western Australian Young Readers’ Book Awards

2012 Adelaide Festival Awards for Literature

Gillian Skeggs (BSc, DipAppSc, MTeach) is in her first year of teaching after graduating with a Masters of Teaching from the University of Melbourne in 2011. Prior to teaching, Gillian worked in Western Australia organising conferences for school teachers and their professional associations – including WASLA/AISWA Libraries and ECAWA. skeggs.gillian.g@edumail.vic.gov.au





Practical Curriculum Opportunities and the School Library Catalogue

Barbara Combes

Abstract

The school library is meant to be the hub of the school. It provides curriculum teaching and learning support for teachers and students via collaborative planning and the provision of quality resources for student-centred programs. The library is also a community space and a place for leisure activities. However, it also represents a sizable, functioning information management system that is comprised of and linked to a variety of sub-systems, both within and outside the school. This fact is rarely appreciated by both staff and students. This article explores the notion of using the library catalogue as a teaching and learning exemplar and tool when students are learning about databases in secondary computer science courses.

The school library as place and space

The school library is often viewed by staff, students and the school community as a dedicated physical space that provides access to a physical collection of quality resources, teaching spaces and spaces for quiet academic study. However, it is also a community space for teachers, students and even community members to pursue individual leisure activities; as a safe haven from the terrors of the school yard; and for senior administrators to use as a venue for meetings or other gatherings such as staff professional development. Increasingly, the library is also a portal to virtual resources and services, where the Teacher Librarian (TL) provides curriculum design and teaching support for the integration of ICTs and online resources into curriculum programs across the school. As a space, the library is now fragmented into physical and virtual, real time and asynchronous. The school library is increasingly becoming a space that contains unlimited boundaries for the community it serves.

School libraries also represent a huge monetary investment for the school in terms of physical space, the hiring of professional and non professional staff, the technology required to access the library's resources and the ongoing maintenance of the collection, which includes physical, electronic and virtual materials. Most

school libraries also house an integrated library system or automated catalogue to manage resources. In many cases this catalogue is also connected to an automated loan device, the school's student information system (SIS), the school intranet, the Internet and a learning management system (LMS) such as Moodle, BlackBoard or LAMS. All in all, the library represents one of the largest investments made by the school and this investment is ongoing if teachers and students are going to have access to quality, up-to-date learning and teaching materials. For many Principals struggling with reduced budgets and increasing costs, it is often difficult to justify this ongoing expenditure, particularly when the myth that everything is readily and easily available on the Internet is alive and well. As a result, TLs spend a lot of their time trying to justify the value of the library as a space that is essential for the school's teaching and learning program. They collect statistics; market themselves to principals, teachers and students; and waste considerable time trying to convince everyone that what they do is much more than the management of the physical space and its contents.

One way of marketing the library as a real-world, information agency that can be used in teaching and learning programs is via the technology that library personnel use to manage this increasingly fragmented space. In senior high schools running IT courses, particularly at the upper secondary level, the school library contains an integrated library catalogue that represents an ideal teaching resource and one that is part of a real, operational workplace. Most library catalogues are integrated, relational databases that also connect to the school intranet, the Internet and a range of other mobile devices (Dougherty, 2009). Perhaps it is time for TLs to look at their main management tool from another perspective and consider using it in collaborative curriculum programs as a working example for IT teachers to use with their classes.

The library catalogue – what is it?

Library catalogues use relational databases that include a variety of interconnected modules which allow information managers and users

to pull information together based on queries. In this way the user can see information housed in different sections of the database on a single screen. In schools the integrated library catalogue (ILC) or integrated library management system (ILMS) is still viewed as a tool for the “intelligent and convenient access to catalogue data ie. effective access points which translate user needs with great precision and multi-layered end user interfaces which can be adjusted to different levels of user sophistication” (Hofman 1995,p.5).

Integrated library systems have been around in schools since the 1980s and are sometimes equated with ‘old technology’ that has not kept pace with newer developments. This perception is inaccurate as today’s ILC “is a multi-function Web-based multimedia content information management system” that is increasingly complex as it caters for a wide variety of formats and delivery modes and creates links between bibliographic citations and the content they represent (Deddens, 2002). This linkage to content includes text, multimedia, websites and mobile devices. The ILC contains different access points, multiple modules, utilises metadata to manage large numbers of records and has multiple reporting functions. These catalogues can be set up to contain both open and locked or password protected areas and they can be used to manage information about the location of items catalogued, status, user access, a detailed item description, format and the deletion of items. The database also contains ordering and acquisition information including functionality to describe information pertaining to the vendor, date of purchase, maintenance records, identification serial numbers and insurance details. This latter functionality is rarely used by schools which often create or buy in other software to store and retrieve this type of data, even though it can be centrally located and accessed from the ILC.

The library catalogue also contains information about the users or clientele and their borrowing history and is usually connected into the school’s intranet and other systems such as the student information system (SIS). On top of all this the ILC may also be connected to the wider world through the Internet and provide 24/7 learning

support and access to recommended online resources or electronic resources subscribed to by the school.

The size of the school and how the functionality of the ILC is being utilised will determine just how representative this technology is of other workplaces. A school making full use of its ILC will have all resources including furniture; class sets; ‘old’ technology resources such as video recorders and TVs; and ‘newer’ technology such as laptops, ereaders, smartboards, USB sticks and digital cameras as catalogued items. In this scenario the ILC becomes a multi-functional catalogue where details such as cost, insurance, suppliers, date of purchase, location and status for all items are recorded and readily available. When a school uses the ILC in this way, all items are added to the catalogue using a consistent accessioning or acquisition process which includes security measures such as engraved serial numbers or barcodes on items, security strips or other markings which identify the item as belonging to a particular school. Everything in the school appears in the catalogue, although most items will not be located in the library. In this scenario, audit reports can be generated easily for senior administration and stock takes for all resources in the school can be carried out on a regular basis, an essential process for resource-poor schools which need to get maximum value and longevity for everything they purchase.

The library catalogue as a teaching-learning tool

No matter how extensively the ILC is being utilised in a school, it represents a fully operational information management system that is made up of a number of other sub-systems, which may be electronic and/or traditional. The school library is an example of how systems work in the workplace and present an ideal starting place for students doing IT courses in upper secondary.

The school library is also an environment that is familiar to students, as well as presenting a system that is made up of a number of sub-systems, including the more traditional ones that involve making an item shelf ready. In this respect the school library represents a real

workplace, where IT and electronic systems are used alongside older ways of doing things.

Some ILC suppliers, for example Softlink, supply CDs with sample copies of their software for prospective buyers to trial before purchase. If the supplier is willing to include these in the purchase price of the ILC, then IT teachers have a ready-made database to use in the classroom. They also have library personnel available to work with students in a variety of collaborative teaching programs and a range of items representing multiple formats as data to populate their database. Learning how a relational database works, functionality and how it is set up using a real-life example represents an intense, hands-on learning experience that far outweighs anything found in a textbook or theoretical diagram. Working with a real database is an example of modelling best practice and will assist students to make the conceptual connections required before they attempt to create their own databases. Creating a working database in this way also provides teaching opportunities for IT students to learn about searching electronic media and hence the Internet, from a different perspective. It will give them a new appreciation of how search methodology is closely related to the structure of the database and the importance of user accessibility.

The importance of user access can also be linked to teaching programs in Web design, since the modern ILC uses a Web-based interface and is often linked to the Internet. Layout, use of colour, disability access, branding and the way content is displayed on the screen are all areas for consideration when designing Web-based programs. Navigation, the amount of interconnectivity and access points for the user are also demonstrable using the ILC. Students can use their school library as an introduction and working example of systems architecture and how networks function to provide a seamless environment for the user. Students can use the ILC to describe and graphically represent how the library as a system is made up of a number of sub-systems, electronic and traditional. Using the library as an exemplar also provides opportunities for students to study network structures using

the school as an example and the ILC as an entry point. All these learning opportunities can be provided in a safe environment ie. one that is within the closed boundaries of the school and using a CD instead of the real ILC.



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Other benefits

The teaching-learning opportunities for students to set up, populate and work with a living database and explore the complexities of information management by using the ILC allow them to apply theory to practice before they design and set up their own databases. A major benefit for school library personnel is the change in perception by students and staff of what a modern library represents. In reality, a modern library is a complex information management system that should be the hub of the school. Using the ILC in this manner will raise the status of the library from being a repository for books to an integral, multifunction tool that can be used in teaching-learning programs as well as the effective and efficient management of all resources in the school. When viewed in this light the ILC can become an essential component of the school's corporate system (Maquignaz & Miller, 2004) that is used to run the school rather than a separate system that is used solely for the management of a repository of books. The monetary investment in this expensive technology suddenly becomes eminently worthwhile.

Another, more subtle benefit of using the ILC in this way relates to the sustainability of the library and information profession which is currently faced with an aging workforce (Combes, Hanisch, Carroll, & Hughes, 2011). There is no clear career pathway or understanding in schools that leads

young people into the Information Science (IS) profession. Students and staff have a limited knowledge of the expanding opportunities available in a profession that is being driven by developments in technology and the issues that surround the management of massive amounts of information. The need for business and global corporations, researchers and government to develop information systems that allow for the free flow of information within organisations, provide an easily accessible audit trail and archive for corporate memory is now becoming apparent, particularly when vast amounts of digital information are being generated daily. While the word librarian may never appear in a job title or application, it is the IS skill set that is required to manage information and provide access to clients. Hence, there are systems librarians, e-services information managers and digital record managers to name a few. This recognition of the importance of information management outside the traditional concept of a library has led to a profession that offers a wide variety of jobs and as technology continues to push the boundaries, so new jobs in information management are generated. Using the ILC as a teaching-learning tool introduces potential students to the field of Information Science and gives them a better conceptual understanding of what a library or information agency involves in the twenty-first century.

Using the ILC as a working example of a relational database in secondary IT programs also has other benefits for the next generation of IT developers. Students will gain a working knowledge of systems architecture from the user's point of view. IT systems development that does not consider the user during the programming phase often produces increasingly complex systems where access to information is difficult for employees with limited computer skills. Computer and IT courses at university level focus on graduating students who have studied IT theory and acquired technical knowledge and skills, rather than developing systems that consider the user first. Early exposure to the ILC as a user oriented system may give future IT developers a different perspective and broader understanding of how

systems are applied in the workplace before they enter university.

Conclusion

The ILC is an expensive resource for any school. It is an essential teaching-learning tool for all students as it represents a safe environment where students can learn search skills which are transferable when using the Internet as an information resource. However, it can also be used as a practical tool in IT curriculum programs as an example of an operational relational database in a workplace setting. The fundamentals of Web design, systems architecture and how networks function are other curriculum applications demonstrated by the ILC. The ILC can also be used as a central information management tool across the school to manage all resources. Using the ILC in this way raises the status of the library and library personnel, and places the library and the technology used to manage what is an increasingly complex and fragmented space squarely in the middle of the core business of the school. The library and the ILC become integral to both the corporate organisation and resource management of school, as well as teaching and learning curriculum programs.

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The Go for Gold 27 Question Sprint

This year, in honour of the Olympics, National Year of Reading and as a lead up to Book Week, we held a whole school quiz called The Go For Gold 27 Question Sprint in which all the classes in the primary school competed against each other.

The Preparatory School at Christ Church Grammar School has 20 classes, from Pre-Primary to Year 6, and terrific teachers who really get into the spirit of things. While it was a whole school event, we had three sets of questions designed to suit the three areas of the school – Pre-Primary to Year 2 (six classes); Years 3 and 4 (six classes); and Years 5 and 6 (eight classes). All the questions were based on children’s literature.

We put up a straight 20-lane ‘track’ on one of the library walls. This had start and finish lines and was divided into 27 equal sections. Each class had a ‘token’ (in the shape of an Olympic torch) on which the class name was written. These were blue-tacked in their respective lanes on the track. As the quiz progressed the tokens were moved along the track every day according to how many questions each class answered correctly. We also displayed photos of the London Olympic venues around the track to add an Olympic feel.



The school notices are distributed electronically every morning and with the support of one of our Deputies, whose role includes sending out the ‘Daily Bulletin’, we used this vehicle to get the questions to every class each day. We advertised the quiz the week before, also on the ‘Daily Bulletin’. As added motivation, we included an inspirational quote from former Olympians and

other sportspeople along with the questions. An example (Day 1) follows:

Quote for the day

“Gold medals aren’t really made of gold. They’re made of sweat, determination and a hard-to-find alloy called guts.”

Dan Gable – US wrestler
Olympic gold medalist, 1972

Quiz questions for the day

On your marks ... get set ... go! Here are the first three questions.

Remember to write your class name on your answer sheet and get that to the library **BEFORE RECESS TODAY**. Good luck everyone – let the quiz begin!

Questions for: Pre-primary, Year 1 and Year 2

1. Which picture book includes 1 apple, 2 pears, 3 plums, 4 strawberries and 5 oranges?
2. Who am I? I cracked my shell and lots of king’s horses and men couldn’t put me back together.
3. In *Charlie and the Chocolate Factory* by Roald Dahl, who is the first child to win a Golden Ticket? Was it:
Veruca Salt?
Charlie Bucket?
Augustus Gloop?
Mike Teevee?

Questions for: Year 3 and Year 4

1. My name is Wilbur, I have a special friend who is a spider and another friend who is a rat. Which book tells my story?
2. Who of the following is NOT a character in the first Deltora Quest series? Is it:
Barda?
Lupine?
Jasmine?
Endon?
3. Which clever Roald Dahl character has very mean parents and ends up with a kind teacher named Miss Honey?

Questions for: Year 5 and Year 6

1. In which book or books will you find Middle Earth?
2. In *Artemis Fowl* by Eoin Colfer, what is Mulch Diggums? Is he:
 - an elf?
 - a goblin?
 - a troll?
 - a dwarf?
3. Which book starts with the following sentence: "Mr and Mrs Dursley, of number 4, Privet Drive, were proud to say that they were perfectly normal, thank you very much."

The quiz ran for the same two weeks as the 2012 Olympics (nine days of questions with three questions per year level group each day. The tenth day was reserved for the 'award' ceremony at the weekly whole school assembly). The only stipulation was that the answers had to be handed in to the library by recess each day. Most classes discussed the questions during form period after the 'Daily Bulletin' had been read. We did have some confusion with some classes researching answers and others not, so next time we would clarify this, one way or another, from the beginning. The ambiguous question is better avoided as well. We did have a couple of questions to which, after vigorous debate, we had to accept alternative answers particularly when the 'sprint' was heading toward the finish.

The answers were displayed around the track at the end of each week. They were also emailed to all teachers on the last day.

At the assembly, the runner-up in each of the three year level groups received a silver award certificate. The three winning classes each received a gold award certificate, a gold 'medal' (actually a chocolate coin with a ribbon attached) and an age appropriate book (we were lucky enough to be able to buy three lovely story collections) to add to their class libraries.

Apart from the construction of the 20-lane track (thank goodness for creative library technicians who were also excellent markers), the most time-consuming part of this was generating the

81 questions needed. There are some children's literature quizzes on the Internet and we did use some questions from these or use them as a starting point. The bulk, however, we invented from our collection and from the work we have done with the boys. We attempted to use a wide variety of literature, from Dickens to Alison Lester and from fairytales to Shakespeare. Roald Dahl and JK Rowling featured but we did try to avoid current fads. We also endeavoured to include as many authors and titles as possible, particularly classics and older, but very worthwhile fiction that sometimes gets overlooked as new titles arrive. Our aim was not only to appeal to the boys' competitive spirit but also to pique more boys' interest in authors and/or books many of them may have forgotten about or may not have yet sampled.



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This proved to be a really worthwhile event. All the classes participated which made the whole fortnight a lot of fun. According to the teachers, many of the students got really involved and asked for the questions first thing each day. When they came to the library for their weekly library session, they were keen to see their progress along the track. As mentioned above, the most time-consuming part was getting the questions together. Once these were sorted, the rest of it was very straightforward and easy to run.

On your marks ... get set ... go!

Kate Marshall
LW Parry Preparatory School library,
Christ Church Grammar School



Enticing Students into the Library

Compiled by Natalie Stewart-Richardson, with thanks to WATLnet contributors.

Chess sets set up in a class area for recess and lunch.

Run a chess competition between the houses and then a staff versus students at lunch-times.

Hold a games lunchtime. Children have to put their name down to part of the club which runs throughout the term. Many more students will want to come than there are spaces.

Appropriate graphic novels (comics) and lots of them. Buy fabric graphic novel posters from Empire Toy shop.

Audio listening stations set up permanently at a table with laptops and headsets (or use whatever resources are available, eg: CD players).

Get every class to put up one display for a fortnight – they will come in themselves every day just to look at them.

Storytelling –doesn't have to be the library staff; get older students or other teachers to participate.

Set up a roster where students demo something they are good at (yo-yo, skateboard flip, mini-skateboard flip, DS games, ball tricks...)

Put the call out in the newsletter for parents who have collections to show off or who are good at something ... guest speaker programme done!

Once a month be a book café – kids bring their own drinks and lunch and enjoy the library for eating lunch ... at a table, on the floor...

Everyone loves bean bags. Spotlight sells cheap beans, Big W etc sells cheap covers. Or buy some Hokki stools; students will come in just to sit on them. Any unusual stools work – try K-Mart, IKEA and other furniture suppliers.

Re-carpet in alphabet squares and bright circles. If this is not feasible, achieve the same effect with mats.

Create a board games trolley, including games like Uno, Battleship, Connect-Four, Yahtzee, Scrabble and more.

Run a Book club once a week – create a special space for members of the bookclub.

Introduce Kindles, downloading requested titles onto them.

Host a Wii competition. Popular games include: Cross Bow Trainer; Tower Tennis; Mario Kart Grand Prix.

Create lots of displays and change them regularly. Collaborate with the Art Department for work on the theme, and the kids will love coming in to find their artwork.

Have lots of display with student work. Students enjoy seeing their peers' work.

